



## CERTIFIED TRAINER QUICK REFERENCE GUIDE

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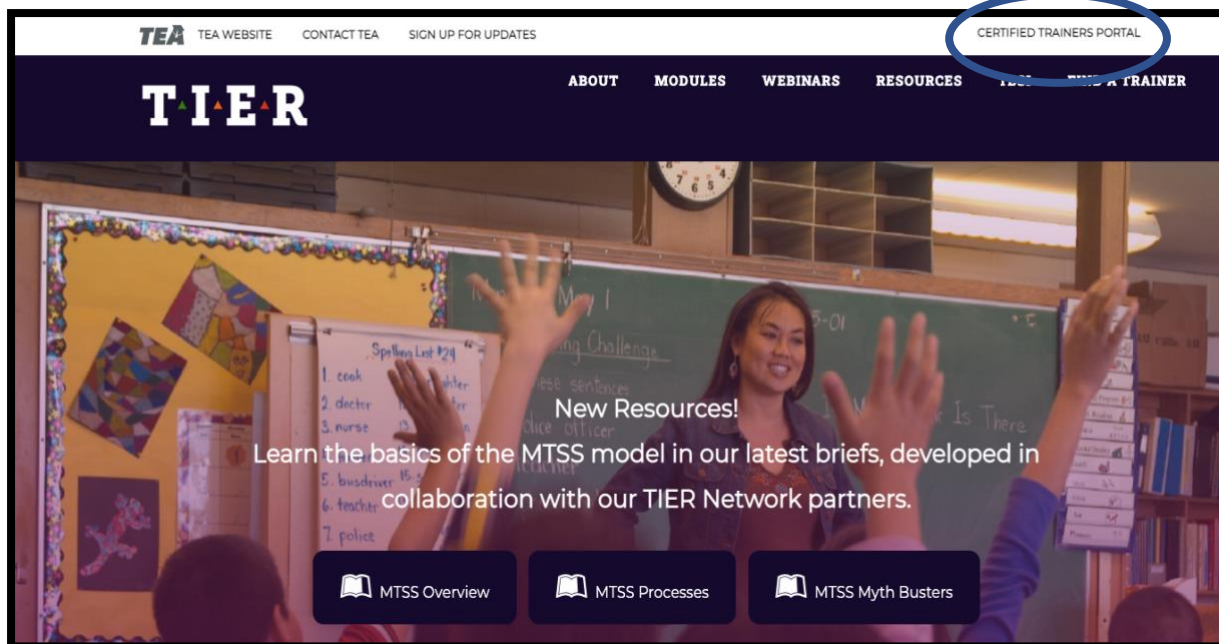
## Now That You Are Certified

The TIER Certification System and Training-of-Trainers (TOT) model are designed to help achieve the goal of providing educators, caregivers, and other educational stakeholders with the knowledge and materials to ensure appropriate implementation of MTSS in every school across Texas. TOT sessions are developed with support for implementation in mind. Trainers are provided with ongoing support from the TIER team and access to materials to help with strong delivery and facilitation of content.

## Website

Since you are now certified to deliver TIER content, you can now access the Certified Trainers' Portal on the TIER website. You will find important information about the next steps after certification and preparing for delivery of TIER content in the portal.

- TIER Website and Certified Trainers' Portal
  - A. Access TIER Training materials on the TIER website: <https://tier.tea.texas.gov/>
    1. Select the Certified Trainers' Portal link located at the upper-right navigation toolbar of the TIER Home Page.



2. Enter the following password: **austin@0X**

- Note: By entering the password, you agree to the following terms:
  - The password will not be shared.
  - You will accept the copyright information and terms.
  - TIER materials will not be altered, repackaged, or rebranded in any way.
  - You will only train and use posted materials in which you are certified to train.

The screenshot shows the TIER Resources Portal login interface. At the top, there is a navigation bar with links for TEA, TEA WEBSITE, CONTACT TEA, SIGN UP FOR UPDATES, and RESOURCES PORTAL. Below this is a dark blue header with the TIER logo and navigation links for ABOUT, MODULES, WEBINARS, RESOURCES, and TBSI. The main content area contains a welcome message, a note about the CC BY-NC-ND 4.0 license, and a password entry field with an 'Authenticate' button. The footer includes the TEA logo, contact information for the Texas Education Agency, a list of topics to compact with Texans, and a 'Subscribe to TIER Weekly' button.

TEA TEA WEBSITE CONTACT TEA SIGN UP FOR UPDATES RESOURCES PORTAL

**TIER** ABOUT MODULES WEBINARS RESOURCES TBSI

Welcome to the TIER Resources Portal. By entering the password, you agree that you have read the CC information and agree to the terms.

\*Note: All TIER materials are protected by a Attribution-NonCommercial-NoDerivatives 4.0 International license ([CC BY-NC-ND 4.0](#)). As such, materials for dissemination may not be altered, repackaged, or rebranded. For more information, contact [TIER@meadowscenter.org](mailto:TIER@meadowscenter.org).

Enter Password \*

Authenticate

**TEA** Texas Education Agency  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701  
(512) 463-9793  
TEA Contact: Frank Solano

Compact with Texans  
Complaints  
Equal Educational Opportunity  
Governor's Committee on People With Disabilities  
Trail  
Where Our Money Goes

Subscribe to TIER Weekly

3. TIER training materials are displayed by Modules.

The screenshot shows the TIER Modules page. It features a navigation bar at the top with links for TEA, TEA WEBSITE, CONTACT TEA, SIGN UP FOR UPDATES, and RESOURCES PORTAL. Below this is a dark blue header with the TIER logo and navigation links for ABOUT, MODULES, WEBINARS, RESOURCES, and TBSI. The main content area is titled 'Modules' and lists five categories: Introduction, Leadership, Communities, Academics, and Decision Making, each with a right-pointing arrow icon.

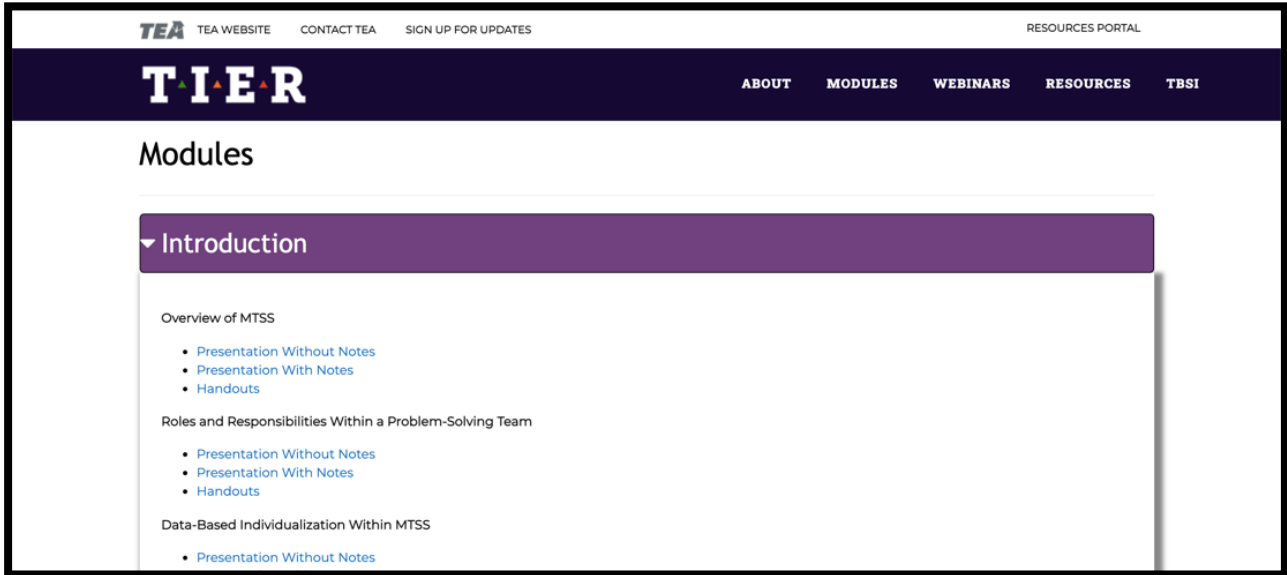
TEA TEA WEBSITE CONTACT TEA SIGN UP FOR UPDATES RESOURCES PORTAL

**TIER** ABOUT MODULES WEBINARS RESOURCES TBSI

Modules


- ▶ Introduction
- ▶ Leadership
- ▶ Communities
- ▶ Academics
- ▶ Decision Making

4. Select the Module to expand the view. Pathways extend within the selected Module to display PowerPoint presentations with and without speaker notes and corresponding handouts.



## Trainer Metrics

Trainers will collect and submit training information (e.g., number of attendees, length of session, type of delivery) via Smartsheets (<https://tinyurl.com/TIER-21-22-Trainer-Metrics>). This information will be shared with the Texas Education Agency to better understand training participation across the state and to enhance collaboration between certified trainers and TIER. It will also enable TIER to develop additional support resources and provide coaching services as needed.



**2021-2022 Trainer Metrics**

This information will enhance collaboration between certified trainers and TIER. It will also enable TIER to develop additional support resources and provide coaching services as needed.

**First Name \***

**Last Name \***

**Email \***

**ESC Region \***

Select or enter value ▼

**District and Campus (if applicable)**

**Training Data**

**Which TIER Module(s) were trained? \***

Select all that apply.







Select or enter value ▼





**When was the training? \***



If more than one day, type in the dates (i.e., Sept. 2-3, 2021)

## Pretests and Posttests

By administering pretests and posttests, trainers will measure the growth of participant content knowledge, identify topics that would benefit from additional support, and reflect on their delivery of trainings. Submitting this data to TIER will provide a statewide view of the fidelity of TIER trainings, trends, and opportunities for ongoing support.

TIER Essentials Pretest and Posttest Links			
Introduction Module			
TIER Pathway	Assessment	Tiny URL	QR Code
Overview of MTSS	Pretest	<a href="https://tinyurl.com/Pretest-MTSS-Overview">https://tinyurl.com/Pretest-MTSS-Overview</a>	
	Posttest	<a href="https://tinyurl.com/Posttest-MTSS-Overview">https://tinyurl.com/Posttest-MTSS-Overview</a>	
Student-Centered Approaches	Pretest	<a href="https://tinyurl.com/Pretest-StudentCentered">https://tinyurl.com/Pretest-StudentCentered</a>	
	Posttest	<a href="https://tinyurl.com/Posttest-StudentCentered">https://tinyurl.com/Posttest-StudentCentered</a>	
Supports for Special Education Referrals	Pretest	<a href="https://tinyurl.com/Pretest-SupportsRef">https://tinyurl.com/Pretest-SupportsRef</a>	
	Posttest	<a href="https://tinyurl.com/Posttest-SupportsRef">https://tinyurl.com/Posttest-SupportsRef</a>	

TIER Essentials Pretest and Posttest Links			
Leadership Module			
TIER Pathway	Assessment	Tiny URL	QR Code
Creating the Instructional Program	Pretest	<a href="https://tinyurl.com/Pretest-InstructProg">https://tinyurl.com/Pretest-InstructProg</a>	
	Posttest	<a href="https://tinyurl.com/Posttest-InstructProg">https://tinyurl.com/Posttest-InstructProg</a>	
Creating an Assessment Plan	Pretest	<a href="https://tinyurl.com/Pretest-CreatingAssess">https://tinyurl.com/Pretest-CreatingAssess</a>	
	Posttest	<a href="https://tinyurl.com/Posttest-CreatingAssess">https://tinyurl.com/Posttest-CreatingAssess</a>	

TIER Essentials Pretest and Posttest Links			
Culturally and Linguistically Responsive Practices Module			
TIER Pathway	Assessment	Tiny URL	QR Code
Incorporation in Academic Instruction	Posttest	<a href="https://tinyurl.com/CLRP-Academics">https://tinyurl.com/CLRP-Academics</a>	
Considerations for Behavior Interventions	Posttest	<a href="https://tinyurl.com/CLRP-Behavior">https://tinyurl.com/CLRP-Behavior</a>	

The TIER team will provide a summary report to trainers of the pretest and posttest results within a week of training. Summary reports include an overview of participant scores and item data. Although answers to the pre/posttest are not shared, the corresponding slides for each question are provided as a reference. Additionally, participants will receive an auto-generated email with their overall score and links to additional resources such as TIER one-pagers, etc. Below is an example of what the summary report will look like.

MTSS Overview – TIER Training				
ESC 21, Pretest/Posttest Data				
February 29, 2021				
Overall Pre/Post Data				
Summary Data	Participant Data			
	Scored ≥80%	Scored 100%	Average Score	
Pretest	10/20 (50%)	2/20 (10%)	6.17	
Posttest	20/20 (100%)	17/20 (85%)	9.85	
Item Data				
Item #	Question	Pretest	Posttest	Corresponding Slides
1	Lorem ipsum dolor sit amet, consectetur adipiscing elit?	70%	100%	Slide 6
2	Maecenas porttitor congue massa?	70%	100%	Slide 7
3	Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna?	50%	100%	Slide 12
4	Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus?	25%	95%	Slide 14
5	Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas?	90%	100%	Slide 11
6	Proin pharetra nonummy pede. Mauris et orci?	80%	100%	Slide 17
7	Aenean nec lorem. In porttitor. Donec laoreet nonummy augue?	60%	100%	Slide 18
8	Suspendisse dui purus, scelerisque at, vulputate vitae, pretium mattis, nunc volerm?	10%	90%	Slide 19
9	Mauris eget neque at sem venenatis eleifend.	45%	100%	Slide 20
10	Ut nonummy nunc steliofast?	85%	100%	Slide 13

## Trainer and Coaching Support

The TIER team provides ongoing support such as reference guides and coaching to trainers. Reference guides clarify fundamental pathway content, and coaching offers participants time to ask questions regarding TIER expectations (e.g., training or implementation) or to receive targeted support. Sessions generally last 30-minutes and include:

- Scheduling and planning
- Review of content

For coaching or trainer support, please complete the [Request for TIER Support](#).

### Fidelity of Implementation (Fol) Rubric

The purpose of the Fol rubric is to collect implementation data during follow up coaching and observation of participants who attended a TIER, ESC or district session of **Overview of MTSS**. This rubric is to be completed by a trainer/coach based on observation of implementation of skills taught in training.

This rubric has been approved by TEA and we may begin using it each time you provide follow-up coaching support for implementation of learning from the **Overview of MTSS** training. Anyone providing such coaching support may use the rubric, including ESC staff, district staff, and others.

You can access the rubric at <https://www.tinyurl.com/FOIRubric> or by using the QR code below. At the end of the survey you will receive a summary of your responses, which you can print as a PDF for your records.



## TIER Pathway Training Guide

To assist in planning, objectives and estimated training time for pathways are referenced in the charts below. Each pathway is also marked to note whether there is a pretest and/or posttest. Links can be found in the above Pretests and Posttests section. Please note that training delivery times may vary based on the audience.

### Introduction Module

INTRODUCTION MODULE			
Pathway	Estimated Training Time	Objectives	Pretest / Posttest
<b>Overview of MTSS</b>	1-2 hours	<ul style="list-style-type: none"> <li>Describe the components of an MTSS framework</li> <li>Describe the three tiers of intervention</li> <li>List and define the types of assessments utilized within MTSS</li> <li>List and identify the benefits of implementing MTSS</li> <li>Describe important considerations when implementing MTSS</li> </ul>	Y
<b>Roles and Responsibilities Within a Problem-Solving Team</b>	2-3 hours	<ul style="list-style-type: none"> <li>Implementation of a multi-tiered system of supports (MTSS) framework</li> <li>Roles of problem-solving team members</li> <li>Planning effective meetings</li> <li>Effective problem-solving team practices</li> <li>Team's role in creating consistent expectations</li> </ul>	N
<b>Data-Based Individualization Within MTSS</b>	1-2 hours	<ul style="list-style-type: none"> <li>Define DBI</li> <li>Identify key features of DBI</li> <li>Explain the purpose and benefits of implementing DBI</li> <li>Explain the process of DBI and when to implement instructional change</li> </ul>	N
<b>Student-Centered Approaches</b>	2-3 hours	<ul style="list-style-type: none"> <li>Describe explicit instruction</li> <li>Describe universal design for learning (UDL)</li> <li>Describe the interconnected systems framework (ISF)</li> <li>Explain how ISF relates to MTSS</li> </ul>	Y

<b>Examples of MTSS Implementation</b>	1 hour	<ul style="list-style-type: none"> <li>Examine an example of a district-level problem-solving team</li> <li>Examine an example of a district/campus problem-solving team</li> <li>Examine an example of a campus-level problem-solving team</li> <li>Describe important considerations for building a master schedule</li> </ul>	N
<b>Supports for Special Education Referrals</b>	1 - 2 hours	<ul style="list-style-type: none"> <li>Explain how MTSS data can inform the referral process</li> <li>Explain how MTSS data can be used as a component of student evaluation</li> <li>Explain how MTSS data can inform individualized education program (IEP) development for eligible students</li> </ul>	Y

### Leadership Module

LEADERSHIP MODULE			
Pathway	Estimated Training Time	Objectives	Pretest / Posttest
<b>Creating the Instructional Program</b>	3-4 hours	<ul style="list-style-type: none"> <li>Evaluate campus/district current level of core/content-area instruction and behavior supports</li> <li>Evaluate the current level of training and support provided to teachers</li> <li>Define and describe expectations for effective instruction</li> <li>Evaluate the district's/campus's current instructional program.</li> </ul>	Y
<b>Creating an Assessment Plan</b>	3-4 hours	<ul style="list-style-type: none"> <li>Evaluate assessments currently being used within MTSS</li> <li>Describe important considerations for training and support in assessment administration</li> <li>Explain data management and its importance within MTSS</li> <li>Analyze different types of districts, campus, classroom, and individual student data</li> </ul>	Y

		<ul style="list-style-type: none"> <li>Describe important considerations for supporting teachers in using data.</li> <li>Evaluate the district's/campus's current assessment plan</li> </ul>	
<b>Developing and Using an MTSS Problem-Solving Team</b>	2-3 hours	<ul style="list-style-type: none"> <li>Identify key members of MTSS problem-solving teams</li> <li>Define the roles of problem-solving team members</li> <li>Examine the team's role in creating consistent expectations</li> <li>Determine potential members for the participant's own campus MTSS problem-solving team</li> <li>Evaluate the district's/campus's current problem-solving team</li> </ul>	N
<b>Ongoing Professional Development and Support</b>	2-3 hours	<ul style="list-style-type: none"> <li>Explain how to develop an annual professional development plan</li> <li>Explain the importance of teachers receiving in-class support</li> <li>Describe how to provide support for teachers' ongoing data use</li> <li>Evaluate the district's/campus's current professional development system</li> </ul>	N
<b>MTSS Relationship With Other Programs</b>	1-2 hours	<ul style="list-style-type: none"> <li>Compare and contrast MTSS with tutoring</li> <li>Examine the relationship between MTSS and special education</li> <li>Identify important considerations for parent/caregiver communication.</li> <li>Evaluate the relationships between MTSS and tutoring, special education, and parent/caregiver communication at the participant's district/campus</li> </ul>	N
<b>Your MTSS Plan</b>	1-2 hours	<ul style="list-style-type: none"> <li>Evaluate district's/campus's current level of MTSS implementation</li> <li>Generate a list of next steps based on the participant's evaluation</li> <li>Analyze an example of a district MTSS plan</li> <li>Develop an MTSS plan based on current implementation, next steps, and the analyzed example</li> <li>Create a plan for continually evaluating the MTSS plan and implementation</li> </ul>	N

Culturally and Linguistically Responsive Practices Module

CULTURALLY AND LINGUISTICALLY RESPONSIVE PRACTICES MODULE			
Pathway	Estimated Training Time	Objectives	Pretest / Posttest
<b>Essentials</b>	3-4 hours	<ul style="list-style-type: none"> <li>Explore what culturally and linguistically restorative practices (CLRP) are</li> <li>Discuss what these practices look like at the classroom, school, and district level</li> <li>Draw connections between CLRP and restorative practices</li> </ul>	N
<b>Incorporation in Academic Instruction</b>	3-4 hours	<ul style="list-style-type: none"> <li>Explore how to incorporate culturally and linguistically responsive practices within academic instruction</li> <li>Consider practices in assessment and instruction that optimize MTSS for culturally and linguistically diverse students</li> <li>Discuss CLRP considerations for reading, writing and math instruction</li> <li>Identify difficult features of the English language</li> </ul>	Y <i>posttest only</i>
<b>Considerations for Behavior Interventions</b>	2-3 hours	<ul style="list-style-type: none"> <li>Discuss culturally and linguistically responsive considerations for behavior interventions in a multi-tiered system of supports framework</li> <li>Explore implicit bias and how it affects the way we see behavior problems in our schools</li> <li>Draw connections between restorative practices and CLRP</li> </ul>	Y <i>posttest only</i>

## Communities Module

COMMUNITIES MODULE			
Pathway	Estimated Training Time	Objectives	Pretest / Posttest
<b>A Shared Vision of MTSS</b>	1.5-3 hours	<ul style="list-style-type: none"> <li>Learn strategies for developing a shared vision of a multi-tiered system of supports</li> <li>Learn strategies to effectively communicate your shared vision with stakeholders</li> </ul>	N

## Mental Health Module

MENTAL HEALTH MODULE			
Pathway	Estimated Training Time	Objectives	Pretest / Posttest
<b>Restorative Practices</b>	2-3 hours	<ul style="list-style-type: none"> <li>Build awareness of restorative practices as a tool to develop identity-affirming schools and classrooms</li> </ul>	N

## Helpful Tips and Tools

### How to use TIER materials in your training

Do	Don't
Add personal connections that are aligned to TIER content	Physically change, break up, or use just some parts of TIER content
Present TIER content in its entirety	Delete, hide, or skip slides
Update activities as needed for the type of training delivery (e.g., changing turn and talk activities to polls or chat)	Edit or update slides or content in any way (e.g., adding images, logos, or animations)
Use corresponding TIER handouts and materials during training	Create or use non-TIER materials or handouts during training unless it is clear that supportive materials are not endorsed or vetted by TEA/ TIER

## Canvas Courses

In 2021-2022, TIER is launching online courses for each of the pathways in the Introduction, Leadership, and CLRP modules, using Canvas, an online learning management system. These courses mirror the existing TIER pathways, while allowing people from across the state to engage with the material asynchronously. Thanks to a partnership with technical experts from Education Service Center (ESC) Region 13, the courses are designed to be highly interactive and user-friendly.

Courses are designed for teachers, staff, and administrators of PK-12 schools, as well as ESC staff; however, all learners are welcome. Learners may wish to complete one course or several courses. Continuing Professional Education (CPE) units will be awarded to those educators who complete all course requirements.

TIER Canvas courses are an integral part of the “alternative certification” option for those who hope to become certified TIER trainers. In this blended learning model, participants complete Canvas courses as pre-work, and then attend “face-to-face” sessions to reflect upon and apply their learning.

Learn more about and enroll in TIER Canvas courses at <https://www.tinyurl.com/TIERcanvas>

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